

## Indian Land Elementary

4137 Doby's Bridge Road  
Indian Land, SC 29715

**Grades** K-8 Elementary School

**Enrollment** 1,084 Students

**Principal** Kathryn S. Richardson 803-548-2916

**Superintendent** Richard E. Moore 803-286-6972

**Board Chair** Lisa T. Bridges 803-286-6972

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	20	5	0	1

## IMPROVEMENT RATING

## GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

## ADEQUATE YEARLY PROGRESS

## NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Average	No
<b>2005</b>	Average	Below Average	No
<b>2006</b>	Average	Good	No

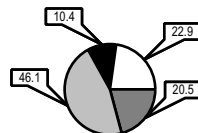
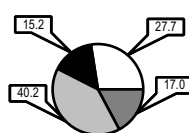
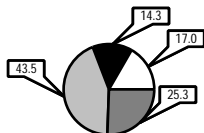
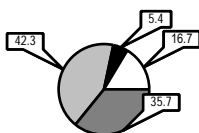
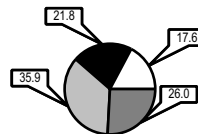
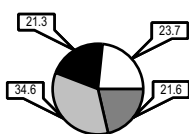
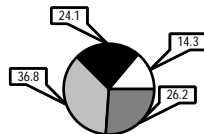
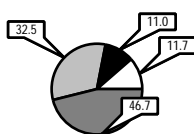
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

89.2%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	701	98.9	20.5	44.7	30.5	4.3	48.5	Yes	Yes
<b>Gender</b>									
Male	362	98.6	24.8	47.8	25.4	2.1	41.5	N/A	N/A
Female	339	99.1	15.9	41.4	36.0	6.7	56.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	553	99.1	16.1	46.2	32.7	5.0	52.8	Yes	Yes
African American	104	100.0	34.4	44.8	19.8	1.0	30.2	Yes	Yes
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	28	89.3	59.1	13.6	27.3	0.0	31.8	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	625	98.9	16.1	45.6	33.5	4.8	53.5	N/A	N/A
Disabled	76	98.7	57.1	37.1	5.7	0.0	7.1	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	701	98.9	20.5	44.7	30.5	4.3	48.5	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	17	88.2	86.7	13.3	0.0	0.0	6.7	I/S	I/S
Non-Limited English Proficient	684	99.1	18.9	45.4	31.2	4.4	49.5	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	198	98.0	31.5	47.3	19.6	1.6	33.7	Yes	Yes
Full-pay meals	503	99.2	16.1	43.7	34.8	5.4	54.4	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	701	99.6	20.1	45.0	20.7	14.1	49.9	Yes	Yes
<b>Gender</b>									
Male	362	99.4	20.5	42.9	23.8	12.8	50.0	N/A	N/A
Female	339	99.7	19.7	47.3	17.5	15.6	49.8	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	553	99.5	16.6	45.1	22.5	15.8	53.9	Yes	Yes
African American	104	100.0	35.4	47.9	12.5	4.2	30.2	Yes	Yes
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	28	100.0	36.4	40.9	13.6	9.1	31.8	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	625	99.5	16.0	45.9	22.4	15.7	54.0	N/A	N/A
Disabled	76	100.0	53.5	38.0	7.0	1.4	16.9	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	701	99.6	20.1	45.0	20.7	14.1	49.9	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	17	100.0	50.0	37.5	12.5	0.0	31.3	I/S	I/S
Non-Limited English Proficient	684	99.6	19.4	45.2	20.9	14.5	50.4	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	198	99.0	30.3	48.6	13.0	8.1	34.1	Yes	Yes
Full-pay meals	503	99.8	16.1	43.6	23.8	16.5	56.2	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	701	99.1	28.9	37.9	16.9	16.3	33.2
<b>Gender</b>							
Male	362	98.9	28.0	36.6	18.5	17.0	35.4
Female	339	99.4	29.8	39.4	15.2	15.6	30.8
<b>Racial/Ethnic Group</b>							
White	553	99.5	24.3	37.6	19.5	18.7	38.2
African American	104	100.0	47.9	41.7	6.3	4.2	10.4
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	28	89.3	59.1	27.3	4.5	9.1	13.6
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	625	99.0	25.5	39.0	17.9	17.6	35.5
Disabled	76	100.0	56.3	29.6	8.5	5.6	14.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	701	99.1	28.9	37.9	16.9	16.3	33.2
<b>English Proficiency</b>							
Limited English Proficient	17	88.2	73.3	26.7	0.0	0.0	0.0
Non-Limited English Proficient	684	99.4	27.8	38.2	17.3	16.7	34.0
<b>Socio-Economic Status</b>							
Subsidized meals	198	98.5	44.9	34.1	11.9	9.2	21.1
Full-pay meals	503	99.4	22.5	39.5	18.9	19.1	38.0

<b>Social Studies</b>							
All Students	701	99.1	25.2	45.3	16.4	13.1	29.5
<b>Gender</b>							
Male	362	98.9	25.0	42.6	17.0	15.5	32.4
Female	339	99.4	25.4	48.3	15.9	10.5	26.3
<b>Racial/Ethnic Group</b>							
White	553	99.5	22.2	45.1	18.9	13.9	32.8
African American	104	100.0	36.5	47.9	8.3	7.3	15.6
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	28	89.3	50.0	31.8	4.5	13.6	18.2
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	625	99.0	21.6	46.7	17.9	13.8	31.7
Disabled	76	100.0	54.9	33.8	4.2	7.0	11.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	701	99.1	25.2	45.3	16.4	13.1	29.5
<b>English Proficiency</b>							
Limited English Proficient	17	88.2	66.7	33.3	0.0	0.0	0.0
Non-Limited English Proficient	684	99.4	24.2	45.6	16.8	13.4	30.2
<b>Socio-Economic Status</b>							
Subsidized meals	198	98.5	37.8	44.9	9.2	8.1	17.3
Full-pay meals	503	99.4	20.2	45.5	19.3	15.0	34.3

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	110	100.0	14.3	26.5	51.0	8.2	59.2
	4	114	100.0	23.8	41.9	33.3	1.0	34.3
	5	101	100.0	9.4	50.0	35.4	5.2	40.6
	6	106	99.1	29.2	34.4	30.2	6.3	36.5
	7	121	100.0	22.0	56.0	20.2	1.8	22.0
	8	125	99.2	19.0	41.4	31.9	7.8	39.7
2006	3	113	98.2	14.0	32.7	44.9	8.4	53.3
	4	128	100.0	17.1	44.4	33.3	5.1	38.5
	5	119	98.3	17.3	50.0	30.0	2.7	32.7
	6	109	99.1	22.8	38.6	30.7	7.9	38.6
	7	102	99.0	25.5	44.7	28.7	1.1	29.8
	8	130	98.5	26.7	55.8	16.7	0.8	17.5
<b>Mathematics</b>								
2005	3	110	100.0	13.3	56.1	21.4	9.2	30.6
	4	114	99.1	21.9	40.0	25.7	12.4	38.1
	5	101	100.0	11.5	51.0	21.9	15.6	37.5
	6	106	99.1	18.8	32.3	33.3	15.6	49.0
	7	121	100.0	33.0	42.2	11.9	12.8	24.8
	8	125	99.2	34.5	45.7	12.1	7.8	19.8
2006	3	113	99.1	17.6	50.0	22.2	10.2	32.4
	4	128	100.0	12.8	36.8	29.9	20.5	50.4
	5	119	100.0	20.7	44.1	23.4	11.7	35.1
	6	109	100.0	6.9	48.0	24.5	20.6	45.1
	7	102	99.0	24.7	39.8	18.3	17.2	35.5
	8	130	99.2	36.7	50.8	6.7	5.8	12.5
<b>Science</b>								
2005	3	110	100.0	23.5	43.9	26.5	6.1	32.7
	4	114	99.1	31.4	38.1	20.0	10.5	30.5
	5	101	100.0	35.4	22.9	21.9	19.8	41.7
	6	106	99.1	38.5	28.1	17.7	15.6	33.3
	7	121	100.0	27.5	37.6	16.5	18.3	34.9
	8	125	99.2	31.9	43.1	12.1	12.9	25.0
2006	3	113	99.1	30.6	48.1	14.8	6.5	21.3
	4	128	100.0	29.1	35.9	18.8	16.2	35.0
	5	119	99.2	23.4	36.9	17.1	22.5	39.6
	6	109	99.1	30.7	33.7	18.8	16.8	35.6
	7	102	99.0	27.7	25.5	22.3	24.5	46.8
	8	130	98.5	31.7	45.0	10.8	12.5	23.3
<b>Social Studies</b>								
2005	3	110	100.0	10.2	46.9	19.4	23.5	42.9
	4	114	99.1	24.8	41.9	26.7	6.7	33.3
	5	101	100.0	21.9	51.0	8.3	18.8	27.1
	6	106	99.1	22.9	33.3	12.5	31.3	43.8
	7	121	100.0	41.3	40.4	11.9	6.4	18.3
	8	125	99.2	22.4	48.3	19.0	10.3	29.3
2006	3	113	99.1	17.6	56.5	21.3	4.6	25.9
	4	128	100.0	22.2	36.8	24.8	16.2	41.0
	5	119	99.2	28.8	45.9	15.3	9.9	25.2
	6	109	99.1	15.8	41.6	19.8	22.8	42.6
	7	102	99.0	35.1	31.9	7.4	25.5	33.0
	8	130	98.5	31.7	56.7	9.2	2.5	11.7

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 1,084)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 98.2%	99.5%	100.0%
Retention rate	2.5%	Up from 2.2%	1.8%	2.8%
Attendance rate	95.8%	Up from 95.4%	96.9%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 1.8%	0.7%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 1.8%	0.6%	0.0%
Eligible for gifted and talented	12.6%	Down from 12.7%	21.9%	10.4%
On academic plans	0.0%	N/AV	21.3%	33.6%
On academic probation	0.0%	N/AV	1.0%	1.0%
With disabilities other than speech	7.6%	Up from 6.7%	6.0%	7.5%
Older than usual for grade	1.2%	Up from 0.3%	0.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 72)</b>				
Teachers with advanced degrees	48.6%	Down from 49.3%	55.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	16.8%	N/A	1.4%	2.4%
Teachers with emergency or provisional certificates	3.4%	Up from 2.0%	0.0%	0.0%
Teachers returning from previous year	88.8%	Up from 87.1%	89.4%	87.3%
Teacher attendance rate	94.3%	Up from 94.0%	95.4%	94.9%
Average teacher salary	\$40,791	Up 2.6%	\$43,853	\$42,485
Prof. development days/teacher	11.7 days	Up from 11.2 days	11.7 days	13.3 days
<b>School</b>				
Principal's years at school	1.0	Down from 6.0	4.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Up from 17.7 to 1	19.4 to 1	18.6 to 1
Prime instructional time	87.8%	Up from 87.7%	91.0%	89.7%
Dollars spent per pupil*	\$4,949	Up 5.6%	\$6,260	\$6,557
Percent of expenditures for teacher salaries*	72.5%	Up from 69.9%	65.5%	64.0%
Percent of expenditures for instruction*	77.3%		71.0%	69.1%
Opportunities in the arts	Fair	No change	Good	Good
Parents attending conferences	94.6%	Down from 96.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Average	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	17.9%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.9%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2005 - 2006 school year was a successful year at Indian Land Elementary and Middle School. The growth in the Indian Land area could be overwhelming, but we have been able to balance the charm of the Indian Land community while we welcome the cultural and economic opportunities that are evident in our school. Excelling in the midst of growth reflects the cooperative efforts of the community, parents, students, and school personnel. Success is not necessarily gained through abundance, but is a result of dedication, perseverance, and teamwork.

To begin the year, our School Improvement Council sent out surveys focusing on school environment and student improvement. The survey provided an opportunity for parents to respond to issues related to safety and security of students, parental involvement at the school, academic programs in the school, and communication between home and school. The findings were analyzed and put into a report that was presented to the members of the School Improvement Council. The school used the results to confirm the positive aspects of the school and to enhance the school climate.

On May 19, 2006, Indian Land Elementary and Middle School was recognized by the S.C. Department of Education as a Red Carpet School. The Red Carpet Award recognizes the success of a school at creating a family-friendly school environment and providing excellent customer service.

The school's primary goal is to ensure that all students demonstrate competency and proficiency in academic areas of language arts, mathematics, science, and social studies.

Through staff development, our teachers have learned new techniques for engaging students in the learning process. We have revamped our homework and tutoring centers. In addition to using new curriculum materials, we are offering early weekday morning sessions and Saturday sessions. We have introduced student-led parent-teacher conferences in grades four through eight and will continue to expand that program to other grades. We implemented an enrichment math pull-out program in first through fourth grades and added Spanish to our elementary curriculum.

We continue to enjoy success in other areas. The district and the state have recognized our fine arts programs. With district guidance, we are implementing a school-wide health and wellness program.

Parent and community involvement is critical to our school. Our PTA and School Improvement Council continue to provide guidance, leadership, and support to the school. We continue to improve technology by updating computers, purchasing interactive white boards, and increasing access to computer software.

Growth will continue, and Indian Land Elementary and Middle School, in partnership with our parents and community, will continue to strive for excellence.

Kathryn S. Richardson, Principal  
Nannette Amster, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	77	108	117
Percent satisfied with learning environment	90.8%	90.7%	73.7%
Percent satisfied with social and physical environment	93.4%	86.0%	80.0%
Percent satisfied with school-home relations	93.4%	91.7%	69.9%

\*Only students at the highest elementary school grade level at this school and their parents were included.